DOCUMENT RESUME

ED 034 475 HE 001 195

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TITLE Comparison of Grade Point Averages and Credit Loads Completed Summer Sessions and Academic Year 1964-1968, 1963-64 to 1967-68. Part Three, Series One.
INSTITUTION Minnesota Univ., St. Paul. General Extension Div.
PUB DATE Jul 69
NOTE 29p.

EDRS PRICE EDRS Price MF-$0.25 HC-$1.55
DESCRIPTORS *Academic Achievement, *Grade Point Average, *Grades (Scholastic), *Higher Education, *Summer Schools
IDENTIFIERS *Minnesota University

ABSTRACT

This report gives an answer to the question "How does the experience in the concentrated time period of the summer session compare with the academic year?" The grade point achievements and credit loads completed are compared for summer session and academic year students in the College of Liberal Arts, College of Education, and Graduate School for the academic years 1963-64 through 1967-68 and the summer sessions 1964-68. It is concluded that there is no difference in average grade point achievement between the summer session and the regular academic year and the patterns of achievement among the students reflect the varying functions of the three units of major enrollment. (DS)

ED034475

University of Minnesota

COMPARISON OF GRADE POINT AVERAGES and CREDIT LOADS COMPLETED SUMMER SESSION AND ACADEMIC YEAR

1964 to 1968 -- 1963-64 to 1967-68

Part Three, Series One

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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July, 1969

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FOREWARD

The third major question about the Summer Session underlying Part Three of the Summer Session Series One was? How does the experience in the concentrated time period of the Summer Session compare with the academic year? One answer lies in the comparison of grade point achievements and credit loads completed shown for three major units: the College of Liberal Arts, the Graduate School, and the College of Education. The conclusions are that classroom time distribution does not make a difference in average grade point achievement, and the patterns of achievement among the three groups of students reflect the varying functions of the three units of major enrollment.

The data reported and described in these pages are an abstraction of the whole. It is possible to answer similar and other questions for each college and all units of the University, and these questions will be welcomed by the writer.

Acknowledgement is gratefully and respectfully given to the Directors and Technologists of the Data Processing Center who patiently listened to my questions and were able to help me know the wealth of information available in the routinely stored records of the University. Ralph J. Willard, Director of the Data Processing Center, and Harold A. Ludke, Data Processing Operations Supervisor, and their staff have unfailingly been helpful and graciously responded to many requests.

Acknowledgement and gratitude are also given the Summer Session Deans, past and present, for their concern in raising the key questions and for the support and counsel in authorizing these studies. The Deans are Willard L. Thompson, Dean of General Extension Division and Summer Session; Harold A. Miller, Assistant Dean of Summer Session; and E. W. Ziebarth, formerly Summer Session Dean and currently Dean of the College of Liberal Arts.

Finally, acknowledgement of the assistance of two colleagues and friends for their reading of the manuscripts: Virginia Kivits, Associate Professor, General College; and Harold J. Alford, Director of Independent Study, General Extension Division and Director Elect, Continuing Education and Summer Session, Kansas State University, Manhattan, Kansas.

Clara Kanun

BACKGROUND OF THE STUDY

Two major generalizations about the University of Minnesota Summer Session have been substantiated in the preceding papers in this series.

The first generalization is that the proportion of University of Minnesota academic year students committed to a four-quarter pattern of attendance in Summer Session has remained relatively stable over a five-year period. Basic to this generalization is the fact that the Summer Session serves three groups of students: the duly admitted degree candidate who is also an academic year student; the degree candidate attending during the summer only; and the "Summer Session Only" student who may register in one or several Summer Sessions but is not a University of Minnesota degree candidate.

The second generalization is that academic year students in Summer Session follow the ideal pattern of sequential period registration within the academic year more often than the academic year only students and that these students follow the ideal pattern within the Summer Session more often than the "Summer Session Only" students. This generalization rests on the background that the Summer Session provides opportunity for acceleration towards a degree goal, for compensation of academic deficiencies accrued during the academic year, and for academic enrichment for the full or part-time student.

One element in the background of these studies and a stimulus for them is the persistence of subjective reports by students and faculty that the summer term is too short to cover the course material adequately. Another comment frequently made is that the Summer Session most characteristically services students who are compensating for deficiencies accrued during the academic year.

The description and comparison of achievement in these pages is an objective evaluation of these expressions of subjective judgment. In an earlier study, stimulated by the same questions, the findings affirmed that time variation did not make a significant difference in learning when measured by the comparison of test performance in the same courses scheduled in the summer term and in the academic quarter.[1] Further, a survey of the relevant studies showed that no compelling evidence appears relating learning achievement to the number of hours spent in the classroom, or to the concentration or distribution of any given number of hours.

When the academic quarter and the summer term are compared there is no difference in number of classroom hours for five-credit courses and relatively little difference for three-credit courses. For example, three credit courses meeting three hours* a week on alternate days during the academic quarter meet five hours a week on five consecutive days during the summer term. Five-credit courses meeting five hours on consecutive days during the academic quarter meet two hours a day for five consecutive days in each week during the summer term. The academic quarter is usually a ten-week term, excluding the final examination period, averaging 27 to 28 hours of class meetings for three-credit courses and 47 to 48 hours for five-credit courses. During the summer term three-credit courses average 23 to 24 hours and five-credit courses 48 hours including the final examination hours. The difference which does exist is that of concentrated versus distributed hours in the classroom.

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1 Kanun, Clara, Ziebarth, E.W., Abrahams, Norman, "COMPARISON OF STUDENT ACHIEVEMENT IN THE SUMMER TERM AND REGULAR QUARTER", The Journal of Experimental Education, V. 32, No. 1, Fall 1963.

* ("Hours" as used in this paper refers to class hours rather than clock hours. Class hours during the academic quarter are 45 minute "hours"; class hours in the Summer Session are 50 minute "hours.")

The comparison of achievement was made in a number of selected courses in the former study.[2] In the study reported in these pages comparisons are made on grade point averages and average credit loads carried among the three groups of students in three units of major enrollment, all the registrants in each unit being included in the study. The three groups of students are those registered in the academic year and in Summer Session, in the academic year only, and in the Summer Session Only. The three units of major registration are the College of Liberal Arts, the Graduate School, and the College of Education.

GENERALIZATIONS: In summary of the analysis and description presented in the pages which follow, a series of generalizations can be made.

> The academic year student in Summer Session is academically equal or superior to the academic year only student, as measured by a comparison of grade point averages earned during the academic year.
>
> The Summer Session achievement of the academic year student in Summer Session compared with that of the "Summer Session Only" student is higher in the College of Liberal Arts, and varies from year to year in the Graduate School and the College of Education.
>
> Academic year students attending Summer Session carry higher average credit loads during the academic year than academic year only students.
>
> The average credit loads carried in the Summer Session are lower than those carried in the academic year by the students who attended Summer Session.
>
> The differences in grade point averages and average credit load completed reflect the differences in function and the variations in student composition among the three registration units of major enrollment.

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2 Ibid.

THE COLLEGE OF LIBERAL ARTS

The College of Liberal Arts; carrying more than 34% of the total enrollment, is the unit with the largest proportion in the academic year and in the Summer Session. This includes the largest number of academic year students as well as the largest number of "Summer Session Only" students in any registration unit of the Summer Session. This college is the administrative home of the Social Science and Humanities departments and programs as well as four professional schools: the Schools of Journalism and Mass Communications, Public Affairs, Social Work and Library Science. Baccalaureate degrees are awarded by the Arts college, pre-professional work for most of the professional schools is completed in this college, and the college departments are also the major fields in which more than 33% of the academic year graduate degree candidates and approximately 27% Summer Session graduate degree candidates carry their course work. During the Summer Session the function of this college is an extension of its academic year function and is also the unit within which the largest group of Summer Session Only students carry their work.

Less than one-fifth of the academic year students in the College of Liberal Arts attend Summer Session. Within the five Summer Sessions covered by this report the numbers and proportions were these:

	No. of Academic Year Students in Summer Session	% of Total Academic Year Enrollment
1964	2,311	18.68%
1965	2,657	18.95%
1966	3,099	19.91%
1967	3,336	19.87%
1968	4,115	23.14%

The stability of the proportionate pattern of academic year students in Summer Session was broken in 1968, but longer historical periods (not shown) support the stability of pattern shown in the 1964 through 1967 Summer Session.

The past achievement records of the academic year student also attending Summer Session is one possible index of his motivations. Therefore the comparison of grade point averages and average credits completed during the academic year of the two groups of academic year students is reported in this section in Table I. The period of time covered is five years, from 1963-64 to 1967-68. The detail given in Table I for the academic year only students and the academic year students in Summer Session includes the numbers in each group, the grade point averages for the three academic quarters in each year, the average credits completed in the three quarters, and the respective standard deviations of the averages.

Inspection of Table I reveals that in each year of the period the grade point averages of the academic year students also attending Summer Session was higher than those registered in the academic year only. The deviation in grade point averages was higher among the academic year only students.

The average credit load completed by the academic year students who also attended Summer Session was higher and the deviation in credit loads among these students was lower. This reflects the fact that the academic year student in Summer Session was more often registered in both terms during the summer.

These details of achievement and credit loads completed constitute an index of motivation for Summer Session attendance. It would appear from the higher achievement of these academic year students also attending Summer Session that the motivations of acceleration toward the degree goal and enrichment were the basis for Summer Session attendance by these students.

SEE TABLE I

TABLE I
COMPARISON OF ACHIEVEMENT OF ACADEMIC YEAR AVERAGES
ACADEMIC YEAR STUDENTS ONLY AND ACADEMIC YEAR STUDENTS IN SUMMER SESSION
COLLEGE OF LIBERAL ARTS

	ACADEMIC YEAR ONLY					ACADEMIC YEAR IN SUMMER SESSION				
	Enrollment	GPA	Sd	Average Credit	Sd	Enrollment	GPA	Sd	Average Credit	Sd
1963-64	10,061	2.34	.79	13.4	2.9	2,311	2.50	.63	13.6	2.5
1964-65	11,365	2.34	.78	13.4	3.0	2,657	2.54	.65	13.8	2.8
1965-66	12,463	2.41	.76	13.0	3.0	3,099	2.59	.63	13.0	2.6
1966-67	13,449	2.42	.75	13.3	3.1	3,336	2.56	.64	13.7	2.9
1967-68	13,666	2.49	.75	12.3	3.1	4,115	2.58	.62	12.3	2.6

The comparison of achievement and credit loads completed in the academic year and in the Summer Session by those academic year students who also attend Summer Session bears on the question of more permissive grading practices in the Summer Session. These comparisons are shown in Table II for the College of Liberal Arts.

The data in this table include the number of academic year students also attending Summer Session, the grade point averages and the average credits completed with the respective deviations for the five academic years 1963-64 through 1967-68 and the five Summer Sessions 1964 through 1968. Consistently, the achievement for this group of students was higher during the Summer Session as was the deviation among grade-point averages. Since the credit loads represent the average in each quarter for the academic year and the average for each Summer Session (both terms), it is clear that students for whom Summer Session is a fourth quarter complete lighter credit loads in this period than during the academic quarter. The patterns of attendance described in Part Two of this series showed that approximately 72% of all academic year students and 43% of all Summer Session students followed the ideal sequential period attendance. Since the credit loads completed are a composite average of three quarters for the academic year and two terms for the Summer Session, the lower completed average credit and the higher deviance in the Summer Session is partially related to the lower proportion of two term registrants in summer.

SEE TABLE II

TABLE II
COMPARISON OF ACHIEVEMENT IN ACADEMIC YEAR AND IN SUMMER SESSION
ACADEMIC YEAR STUDENTS IN SUMMER SESSION
COLLEGE OF LIBERAL ARTS

	IN ACADEMIC YEAR					IN SUMMER SESSION				
	Enrollment	GPA	Sd	Average Credit	Sd	Enrollment	GPA	Sd	Average Credit	Sd
1963-64 & 1964 Summer Session	2,311	2.50	.63	13.6	2.5	2,311	2.66	.82	8.7	4.3
1964-65 & 1965 Summer Session	2,657	2.54	.65	13.8	2.8	2,657	2.59	.82	8.9	4.5
1965-66 & 1966 Summer Session	3,099	2.59	.63	13.0	2.6	3,099	2.65	.81	8.5	4.3
1966-67 & 1967 Summer Session	3,336	2.56	.64	13.7	2.9	3,336	2.67	.78	8.5	4.3
1967-68 & 1968 Summer Session	4,115	2.58	.62	12.3	2.6	4,115	2.69	.83	7.9	4.1

More than half of the total Summer Session enrollment in the College of Liberal Arts during the period covered by this report consists of academic year students. Within the Summer Session the increase in this proportion over the five year period (shown below), reflects a higher rate of increase from year to year in academic year student registrations compared with "Summer Session Only" registrations.

	No. of Academic Year Students	% of Summer Session Enrollment
1964	2,311	52.88%
1965	2,657	52.55%
1966	3,099	53.56%
1967	3,336	56.58%
1968	4,115	58.30%

Comparison of achievement between the two groups within the Summer Session, the academic year and the Summer Session Only, reveals a similar pattern of grade point averages in each group, with a wider deviation in grade-point averages among the "Summer Session Only" students. The average credit loads completed are lower for the "Summer Session Only" students, although (with the exception of the 1965 Summer Session), the deviation among average credits completed is similar in each group. These comparisons are made from the details in Table III showing the number of students in each group, the grade point averages and the average credit loads completed by quarter and by Summer Session (both terms).

SEE TABLE III

TABLE III
COMPARISON OF ACHIEVEMENT IN SUMMER SESSION
ACADEMIC YEAR STUDENTS AND SUMMER SESSION ONLY STUDENTS
COLLEGE OF LIBERAL ARTS

	ACADEMIC YEAR STUDENTS					SUMMER SESSION ONLY STUDENTS				
	Enrollment	GPA	Sd	Average Credit	Sd	Enrollment	GPA	Sd	Average Credit	Sd
1964	2,311	2.66	.82	8.7	4.3	2,059	2.59	.95	7.9	4.1
1965	2,657	2.59	.82	8.9	4.5	2,399	2.42	.93	8.4	5.7
1966	3,099	2.65	.81	8.5	4.3	2,687	2.66	.93	7.6	4.1
1967	3,336	2.67	.78	8.5	4.3	2,560	2.65	.93	7.4	4.0
1968	4,115	2.69	.83	7.9	.41	2,943	2.68	.92	7.3	3.9

THE GRADUATE SCHOOL

Graduate School registrants are classified by major fields during the Summer Session, as well as during the academic year. Therefore, one basis for identifying the function of this unit in the Summer Session is comparison of the respective proportions in each major field in the two registration periods, as shown in Table IV. The number and proportion of graduate students by major field for the 1967-68 academic year and the 1968 Summer Session are shown in Table IV.

A major difference between the academic year and the Summer Session is that 36.79% of the Summer Session Graduate students are majors in Education fields, compared with 21.42% of the total Graduate enrollment during the academic year. Other differences in the two periods are the higher academic year proportions in the Physical Sciences, the Social Sciences and in Agriculture compared with the Summer Session. The Graduate enrollment during the Summer Session is different from the academic year because of the heavier load of students majoring in Education fields.

Since the Graduate School is a registration unit and Graduate Students take courses and obtain major advisors in the colleges housing the respective departments, an inspection of the variation in distribution of Graduate enrollment in the areas shown in Table IV is essential to full appreciation of the Summer Session.

All students registered in the Graduate School during the Summer Session as well as the academic year are duly admitted degree candidates.

SEE TABLE IV

TABLE IV
DISTRIBUTION OF GRADUATE STUDENTS BY MAJOR FIELDS FOR
1967-68 AND SUMMER SESSION 1968

MAJOR FIELD	Academic Year 1967-68	% of Academic Year	Summer Session 1968	% of Summer Session
Agriculture	466	5.10%	86	1.85%
Biological Sciences	136	1.49%	16	0.34%
Education	1,959	21.42%	1,708	36.79%
Art, Language and Literature	948	10.36%	468	10.08%
Medical Sciences	909	9.94%	673	14.49%
Mayo Fellows	687	7.51%	550	11.84%
Physical Sciences	1,541	16.85%	231	4.98%
Social Sciences	2,097	22.93%	772	16.63%
Special Areas	403	4.41%	139	2.99%
	9,146		4,643	

NOTE: All enrollments unduplicated.

Slightly more than one-fourth of the academic year graduate students also attended Summer Session in each of the years covered by this report. The respective numbers and proportions of academic year graduate students in Summer Session were these:

	No. of Academic Year Students	% of Academic Year Total
1964	1,806	26.77%
1965	1,845	25.33%
1966	2,180	27.51%
1967	2,150	25.78%
1968	2,400	27.81%

Comparison of grade-point averages and credit loads carried by both the academic year students also attending Summer Session and the academic year only students supports the generalization that since both groups of graduate students attain approximately similar grade-point averages during the academic year, the motivation for Summer Session attendance of graduate students is acceleration towards the degree goal rather than compensation for academic deficiencies. This comparison is shown in Table V, which gives the number of academic year only and academic year in Summer Session students, the academic year grade-point averages, the average credit loads completed, and the standard deviations of the credit loads. The academic years covered are 1963-64 through 1967-68. During the first three years of this period, the Summer Session registrants earned higher grade point averages; during the last two, the academic year only students earned higher grade point averages. In each of the five years the deviations in averages among the academic year only students were greater.

Consistently in each of the five years, the academic year students also in Summer Session carried and completed higher credit loads during the academic year than the academic year only students, although the deviations in credit loads completed were greater among the academic year students who also attend Summer Session.

SEE TABLE V

TABLE V
COMPARISON OF ACHIEVEMENT OF ACADEMIC YEAR AVERAGES
ACADEMIC YEAR STUDENTS ONLY AND ACADEMIC YEAR STUDENTS IN SUMMER SESSION
GRADUATE SCHOOL

	ACADEMIC YEAR ONLY					ACADEMIC YEAR IN SUMMER SESSION				
	Enrollment	GPA	Sd	Average Credit	Sd	Enrollment	GPA	Sd	Average Credit	Sd
1963-64	4,940	3.32	.53	7.4	3.7	1,806	3.40	.44	9.5	4.4
1964-65	5,438	3.33	.51	7.4	3.8	1,845	3.39	.44	9.2	4.2
1965-66	5,744	3.33	.51	7.2	3.6	2,180	3.39	.43	8.8	4.0
1966-67	6,187	3.37	.51	7.5	3.8	2,150	3.36	.44	8.8	3.9
1967-68	6,227	3.39	.49	7.0	3.6	2,400	3.36	.41	9.0	4.3

Comparison of the grade point averages earned in the academic year and in the Summer Session by the Graduate students registered in both periods is relevant to the question of more permissive grading practices in the Summer Session. These comparisons are shown in Table VI for the five-year period covered by this study. The patterns of grade point averages within each registration period as well as between the periods vary. The respective grade point averages are slightly higher in 1964 and 1965 Summer Sessions; are lower in the 1966, 1967 and 1968 Summer Sessions. The deviations in grade point averages are substantially higher in each of the five Summer Sessions, indicating a wider range of grades awarded. The average credit load completed during the two terms (comparable to one quarter) are lower in the Summer Session, and the deviation in average credit loads is slightly higher in the Summer Session in each of the years shown. A partial factor in the higher deviation of credit loads completed is the difference in proportions of students following the ideal sequential academic quarter and sequential summer term attendance pattern. The proportion following the ideal pattern is higher during the academic year, 77.67% in Fall, Winter, Spring Quarters in 1967-68 academic year and 53.12% in Both Terms in 1968 Summer Session. (Details shown in Part Two of this series).

SEE TABLE VI

TABLE VI
COMPARISON OF ACHIEVEMENT IN ACADEMIC YEAR AND IN SUMMER SESSION
ACADEMIC YEAR STUDENTS IN SUMMER SESSION
GRADUATE SCHOOL

	IN ACADEMIC YEAR					IN SUMMER SESSION				
	Enrollment	GPA	Sd	Average Credit	Sd	Enrollment	GPA	Sd	Average Credit	Sd
1963-64 & 1964 Summer Session	1,806	3.40	.44	9.5	4.4	1,806	3.41	.55	8.3	4.6
1964-65 & 1965 Summer Session	1,845	3.39	.44	9.2	4.2	1,845	3.41	.57	7.9	4.6
1965-66 & 1966 Summer Session	2,180	3.39	.43	8.8	4.0	2,180	3.36	.57	7.5	4.2
1966-67 & 1967 Summer Session	2,150	3.36	.44	8.8	3.9	2,150	3.31	.54	7.3	4.0
1967-68 & 1968 Summer Session	2,400	3.36	.41	9.0	4.3	2,400	3.38	.56	7.4	4.6

More than half of the Summer Session Graduate School enrollment is made up of academic year students in each of the five years covered by this report. The trend within this period is toward a larger proportion of the Summer Session enrollment being made up of academic year students, as follows:

	No. of Academic Year Students	% of Summer Session Total
1964	1,806	50.86%
1965	1,845	51.35%
1966	2,180	56.74%
1967	2,150	61.76%
1968	2,400	61.11%

Comparison of achievement and average credit loads completed within the Summer Session by the academic year and the Summer Session Only students reveals a changing pattern within the five-year period, as shown in Table VII. This table includes the number of academic year students in Summer Session and the number of "Summer Session Only" students, the grade-point averages earned by each group, the standard deviations of the grade-point averages, the average credit load completed, and the standard deviations of the average credit loads completed.

The relationship of the pattern of grade-point averages attained during the five-year period shifts between the two groups. In the 1964 and 1965 Summer Session, the grade-point averages attained by the academic year students during the Summer Session were higher than those attained by the "Summer Session Only" students. In the 1966, 1967, 1968 Summer Sessions the grade-point averages of the "Summer Session Only" students were higher.

The standard deviations of the grade-point averages in each of the Summer Sessions were higher among the academic year students in the Summer Session. The Summer Session Only graduate students completed higher credit loads, although among each of the groups the pattern of deviations in credit loads completed varied within the five-year period.

It should be noted again in the context of these Graduate School comparisons within the Summer Session, that all registrants in the Graduate School during the Summer Session, as well as during the academic year are degree candidates. That is, in this registration unit, the "Summer Session Only" student may also be motivated by acceleration toward the degree goal at the University of Minnesota.

SEE TABLE VII

TABLE VII
COMPARISON OF ACHIEVEMENT IN SUMMER SESSION
ACADEMIC YEAR STUDENTS AND SUMMER SESSION ONLY STUDENTS
GRADUATE SCHOOL

	ACADEMIC YEAR STUDENTS					SUMMER SESSION ONLY STUDENTS				
	Enrollment	GPA	Sd	Average Credit	Sd	Enrollment	GPA	Sd	Average Credit	Sd
1964	1,806	3.41	.55	8.3	4.6	1,745	3.29	.53	8.4	4.2
1965	1,845	3.41	.57	7.9	4.6	1,748	3.26	.51	9.1	4.9
1966	2,180	3.36	.57	7.5	4.2	1,662	3.37	.53	8.2	3.9
1967	2,150	3.31	.54	7.3	4.0	1,331	3.39	.47	8.1	4.0
1968	2,400	3.38	.56	7.4	4.6	1,527	3.45	.47	7.9	3.8

THE COLLEGE OF EDUCATION

Among the three units of major enrollment described in these pages, the College of Education is a professional college awarding the bachelor of science in Education and the Master of Education degrees. The total academic year enrollment in this college is considerably smaller than in either of the other two units of major enrollment and in a relatively different position within each of the registration periods. For example, during the 1967-68 academic year, the enrollment in this college, 3,573 was 6.88% of the total University enrollment. Relevant to these total enrollment details is the fact that a comparatively large number and proportion of the Summer Session Graduate students are registered in Education fields, as shown in Table IV. Since the Graduate School is a registration unit without subject-matter departments, these graduate Summer Session students carry their course work within the College of Education as well as other colleges and are dependent upon the Education faculty for graduate advising. These characteristics of enrollment place a heavier load of Summer Session teaching and advising on the Education faculty than on other faculties.

Compared with the numbers and proportions given in preceding pages, a larger proportion of the Education academic year students also attend Summer Session as shown:

	No. of Academic Year Students	% of Total Enrollment in Summer Session
1964	1,090	33.21%
1965	1,148	34.00%
1966	1,179	34.00%
1967	1,196	35.27%
1968	1,356	37.95%

According to these figures, the trend within the five-year period toward an increasing proportion of academic year students also attending Summer Session seems to be established.

Evaluation of the comparison of achievement between the academic year students also attending Summer Session and the academic year only students as a possible index of motivation supports the inference that Education students are more often motivated by acceleration toward the degree goal and enrichment than by compensation for deficiencies. This comparison can be made from the grade-point averages and deviations, the average credits completed and deviations, and the enrollment in each group of academic year students (shown in Table VIII).

Grade-point averages of Education academic year students also attending Summer Session were higher during the first four years of the period and lower in the 1967-68 year. However, the deviation of grade-point averages of these students was lower than that of the academic year only students.

In each of the five years, the average credit load completed by the academic year students also attending Summer Session was higher than that of the academic year only. The deviation of average credits completed is greater among the academic year only students. The observation made in the preceding pages about the sequential quarter attendance in academic year being a partial factor in higher average credit loads completed by students more often following this pattern, is also applicable here.

SEE TABLE VIII

TABLE VIII
COMPARISON OF ACHIEVEMENT OF ACADEMIC YEAR AVERAGES
ACADEMIC YEAR STUDENTS ONLY AND ACADEMIC YEAR STUDENTS IN SUMMER SESSION
COLLEGE OF EDUCATION

	ACADEMIC YEAR ONLY					ACADEMIC YEAR IN SUMMER SESSION				
	Enrollment	GPA	Sd	Average Credit	Sd	Enrollment	GPA	Sd	Average Credit	Sd
1963-64	2,192	2.68	.66	12.4	4.5	1,090	2.73	.53	13.5	3.9
1964-65	2,228	2.70	.67	12.3	4.5	1,148	2.73	.51	13.6	3.5
1965-66	2,289	2.75	.65	11.8	4.3	1,179	2.77	.52	12.7	3.7
1966-67	2,195	2.74	.62	11.8	4.6	1,196	2.79	.53	13.3	3.6
1967-68	2,217	2.87	.62	11.3	4.5	1,356	2.85	.50	12.7	3.5

Higher grade-point averages in their Summer Session work are consistently achieved by Education academic year students also attending Summer Session. The details for this observation are shown in Table IX, from which the comparison of achievement can be made within the academic year and within the Summer Session of academic year students in Summer Session. From Table IX (showing grade-point averages and average credit loads completed and the respective deviations), the variation in Summer Session grade-point averages is revealed as greater than that of the same group of students during the academic year. Greater average workloads were completed by the College of Education students during the academic year than during the Summer Session. The greater variation of average workloads completed during the Summer Session is related to the fact that the majority of students in this college attended during one summer term rather than both terms.

SEE TABLE IX

TABLE IX
COMPARISON OF ACHIEVEMENT IN ACADEMIC YEAR AND IN SUMMER SESSION
ACADEMIC YEAR STUDENTS IN SUMMER SESSION
COLLEGE OF EDUCATION

	IN ACADEMIC YEAR					IN SUMMER SESSION				
	Enrollment	GPA	Sd	Average Credit	Sd	Enrollment	GPA	Sd	Average Credit	Sd
1963-64 & 1964 Summer Session	1,090	2.73	.53	13.5	3.9	1,090	2.83	.66	9.5	4.5
1964-65 & 1965 Summer Session	1,148	2.73	.51	13.6	3.5	1,148	2.78	.70	9.6	4.6
1965-66 & 1966 Summer Session	1,179	2.77	.52	12.7	3.7	1,179	2.81	.69	9.2	4.4
1966-67 & 1967 Summer Session	1,196	2.79	.53	13.3	3.6	1,196	2.84	.67	9.4	4.5
1967-68 & 1968 Summer Session	1,356	2.85	.50	12.7	3.5	1,356	2.91	.65	9.1	4.4

The College of Education is the only unit of major enrollment in which the proportion of academic year students is less than half of the total Summer Session enrollment. The proportions of academic year students in each of the five years covered by this study are these:

	No. of Academic Year Students in Summer Session	% of Total Summer Session Enrollment
1964	1,090	44.29%
1965	1,148	45.23%
1966	1,179	43.34%
1967	1,196	46.88%
1968	1,356	47.60%

A significant characteristic of the summer registrants in this college is the very large number of professional educators who attend Summer Session to qualify for the merit increases awarded for continuing professional education in most school systems. This latter factor is undoubtedly related to the finding shown in Table X that the Summer Session Only students in the College of Education achieved higher grade point averages during Summer Session in four of the years covered by this report than did the academic year studentsalso attending Summer Session. The details on which this observation is based are shown in Table X which gives the number of students in each group, the grade point averages attained, the average credit loads completed and the respective deviations.

The academic year student attending Summer Session completes higher average credit loads during the Summer Session than the "Summer Session Only" student. Relevant to this finding is the fact that the working educator coming to the University as a "Summer Session Only" student more often attends for one term only. Public school calendars very often do not allow time for two-term attendance.

SEE TABLE X

TABLE X
COMPARISON OF ACHIEVEMENT IN SUMMER SESSION
ACADEMIC YEAR STUDENTS AND SUMMER SESSION ONLY STUDENTS
COLLEGE OF EDUCATION

	ACADEMIC YEAR STUDENTS					SUMMER SESSION ONLY STUDENTS				
	Enrollment	GPA	Sd	Average Credit	Sd	Enrollment	GPA	Sd	Average Credit	Sd
1964	1,090	2.83	.66	9.5	4.5	1,371	2.82	.75	7.9	4.0
1965	1,148	2.78	.70	9.6	4.6	1,390	2.91	.71	7.7	4.3
1966	1,179	2.81	.69	9.2	4.4	1,541	2.95	.69	7.2	3.5
1967	1,196	2.84	.67	9.4	4.5	1,355	3.04	.65	7.2	3.5
1968	1,356	2.91	.65	9.1	4.4	1,493	3.08	.68	7.1	3.6